



## Careers Policy

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Empathy, Respect, Forgiveness and Responsibility

Committee Responsible:	Curriculum Committee
Approved Date:	March 2022
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## **Mission Statement**

At The King's CE School

we believe that everyone is unique and created in God's image.

We enable all to achieve their God-given potential;

to grow, learn and aspire;

to transform their lives and the lives of others

and to journey in faith without limits

within a unified, respectful and harmonious community.

### **'Aspire, Believe and Achieve Together'**

Aspire to be the best that we can be... Believe that anything is possible... Achieve beyond what we ever imagined...

- ◆ Learn and worship in the name of God – Father, Son and Holy Spirit – revealed in the life, death, and resurrection of Jesus Christ and value, respect and celebrate all faiths and cultures.
- ◆ Believe in themselves and become successful adult – developing their vision, faith, ambition and aspirations.
- ◆ Develop a resilience and inner strength to overcome life challenges.
- ◆ Embrace life-enriching experiences and make well-informed lifestyle choices that promote health and wellbeing.
- ◆ Develop thinking skills and transferrable skills, working in partnership to become life-long learners.

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## **1. Scope of Policy**

There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations. While the economy is beginning to recover from the recent recession, levels of youth unemployment and under-employment are still high. The raising of the age or participating in learning means that young people face a wider range of choices of courses and places to study. The impact of COVID-19 is significant and it continues to have profound effects on the employability options and the nature of workplaces that our young people will be moving into.

Qualifications such as GCSE and A level are changing, and opportunities in higher education extend now beyond the UK to other parts of Europe and further afield. Students need help to make choices and manage transitions: they need good quality careers education, information, advice and guidance.

Our school careers plan sets out how the school intends to provide a fit for purpose careers programme with the available resources which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans which will enable them to succeed in their chosen career paths. It is based on the DfE document "Careers Guidance and Inspiration in Schools" dated March 2015.

Here at The King's CE school, Careers education does not just mean informing students about their options after school but also how their school career will affect their futures. It is our statutory duty to ensure that all pupils receive independent, impartial advice and guidance regarding all options within school and how they will affect their options after school and which careers pathways will become available to them. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work, we aim to prepare them for life after school whichever path they choose.

## **2. Year 7 Careers Programme Aim**

To inspire and enthuse students about careers education. To help them self-reflect and understand their own areas of interest and to introduce them to different careers pathways. To encourage them to reflect on local labour market information and to consider the importance of this as they start to plan their futures.

- Students are encouraged to identify personal traits, strengths and skills, develop confidence, and have high expectations of themselves. These are monitored and recorded through individual START profiles. Students are introduced to careers resources and informed how to use them.

- Compass+ passports created on which academic progress and notes from careers sessions are recorded.
- Students have optional access to independent and impartial CEIAG information.
- Students have access to in-house careers and apprenticeship fayres, both virtual and face-to-face.
- Students have Careers lesson in PSHCE and in all curriculum areas. Every half term students take part in subject specific lessons run through our Careers Ambassador programme.

### **3. Year 8 Careers Programme Aim**

To inspire and enthuse students about careers education. To help them self-reflect and understand their own areas of interest and to introduce them to different careers pathways. To encourage them to reflect on local labour market information and to consider the importance of this as they start to plan their futures.

- Students are encouraged to identify personal traits, strengths and skills, develop confidence, and have high expectations of themselves. These are monitored and recorded through individual START profiles. Students are introduced to careers resources and informed how to use them.
- Compass+ passports created on which academic progress and notes from careers sessions are recorded.
- Students have optional access to independent and impartial CEIAG information.
- Students have access to in-house careers and apprenticeship fayres, both virtual and face-to-face.
- Students have Careers lesson in PSHCE and in all curriculum areas. Every half term students take part in subject specific lessons run through our Careers Ambassador programme.

### **4. Year 9 Careers Programme Aim**

To develop students understanding. Particularly apprenticeships. To build student confidence for decision making and support the option making process. To develop work ready skills and study skills that will support the transition from KS3 to KS4.

- Students are encouraged to identify personal traits, strengths and skills, develop confidence, and have high expectations of themselves. These are monitored and recorded through individual START profiles. Students are introduced to careers resources and informed how to use them.
- Compass+ passports created on which academic progress and notes from careers sessions are recorded.
- Students have optional access to independent and impartial CEIAG information.

- Students have access to in-house careers and apprenticeship fayres, both virtual and face-to-face.
- Students have Careers lesson in PSHCE and in all curriculum areas. Every half term students take part in subject specific lessons run through our Careers Ambassador programme.
- Students take part in Work ready programme run by KPMG.
- Students have apprenticeship workshops run by independent advisor and option making support regarding pathways.

### **5. Year 10 Careers Programme Aim**

To develop work ready skills and an understanding of professional qualities required in work places. To undertake work experience and to reflect on own experiences in relation to the world of work. To allow all students to experience higher education provision and to start to consider further pathways and choices.

- Students are encouraged to identify personal traits, strengths and skills, develop confidence, and have high expectations of themselves. These are monitored and recorded through individual START profiles. Students are introduced to careers resources and informed how to use them.
- Compass+ passports created on which academic progress and notes from careers sessions are recorded.
- Students have optional access to independent and impartial CEIAG information.
- Students have access to in-house careers and apprenticeship fayres, both virtual and face-to-face.
- Students have Careers lesson in PSHCE and in all curriculum areas. Every half term students take part in subject specific lessons run through our Careers Ambassador programme.
- Students take part in Work experience and a preparation programme that includes interview skills and presentation advice.
- Target groups will take part in widening participation programme through University of Chester.

### **6. Year 11 Careers Programme Aim**

To support students in the transition from KS4 to KS5. To develop an understanding of all options available at KS5 including sixth form, college, apprenticeships, traineeships and T-Levels. For all students to discuss person their personal needs and requirements and receive independent and an impartial, high quality careers advise.

- Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves. These are monitored and recorded through individual START profiles. Students are introduced to careers resources and informed how to use them.
- Compass+ passports created on which academic progress and notes from careers sessions are recorded.
- Students have compulsory individual CEIAG meetings with Independent advisor.
- Students have access to in-house careers and apprenticeship fayres, both virtual and face-to-face.
- Students have Careers lesson in PSHCE and in all curriculum areas. Every half term students take part in subject specific lessons run through our Careers Ambassador programme.
- Students will have a series of information giving assemblies regarding pathways. These will be led by Acting Head of Sixth Form, Dudley College and Juniper apprenticeships.

## **7. Year 12 Careers Programme Aim**

To develop work ready skills and an understanding of professional qualities required in work places. To undertake work experience and to reflect on own experiences in relation to the world of work. To allow all students to experience higher education provision and to start to consider further pathways and choices including degree level apprenticeships and Russell group universities. To support students in developing CV's and applications for chosen pathway and to empower them to make informed choices.

- Students are encouraged to identify personal traits, strengths and skills, develop confidence, and have high expectations of themselves. These are monitored and recorded through individual START profiles. Students are introduced to careers resources and informed how to use them.
- Compass+ passports created on which academic progress and notes from careers sessions are recorded.
- Students have compulsory individual CEIAG meetings with Independent advisor.
- Students have access to in-house careers and apprenticeship fayres, both virtual and face-to-face.
- Students have Careers lesson in all curriculum areas. Every half term students take part in subject specific lessons run through our Careers Ambassador programme.
- Students take part in Work experience and a preparation programme that includes interview skills and presentation advice.
- Students are encouraged to attend university open days, mock interviews, careers interviews and meet potential employers to discuss future options. These opportunities are virtual and face-to-face this academic year due to COVID restrictions.

## 8. Year 13 Careers programme aim

To allow all students to experience higher education provision and to start to consider further pathways and choices including degree level apprenticeships and Russell group universities. To support students in developing CV's and applications for chosen pathway and to empower them to make informed choices. For all students to discuss person their personal needs and requirements and receive independent and an impartial, high quality careers advise.

- Students are encouraged to identify personal traits, strengths and skills, develop confidence, and have high expectations of themselves. These are monitored and recorded through individual START profiles. Students are introduced to careers resources and informed how to use them.
- Compass+ passports created on which academic progress and notes from careers sessions are recorded.
- Students have compulsory individual CEIAG meetings with Independent advisor.
- Students have access to in-house careers and apprenticeship fayres, both virtual and face-to-face.
- Students have Careers lesson in PSHCE and in all curriculum areas. Every half term students take part in subject specific lessons run through our Careers Ambassador programme.

## 9. Self-Help Resources

Broad ranges of information sources are available in the careers library and in Work zone office. These resources are updated regularly and students can request additional resources, which we are happy to investigate and obtain if financially prudent. Students will be encouraged to visit the library and will be provided with guidance on the use of the resources where necessary.

Resource	Description
Virtual Learning Environment (VLE)	Our VLE page will provide the links and information for various online tools to help students identify career paths and further their knowledge of what is available to them. Virtual careers fayres will be hosted on the VLE this academic year.
Careers library	The contents of the careers library has been into Work zone office due to COVID restrictions and the use of the space for a teaching room.



Noticeboards	An allocated careers notice board, updated regularly covering the range of options and opportunities available to students when they leave education or are considering entering higher education. All faculty areas have careers boards with subject specific content which is updated and monitored by Career ambassador.
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## 10. Careers Providers

### Independent CEIAG

At the King's CE school will use Stepping Forward as the provider for our independent CEIAG provision. Barbara Whyte is our Careers advisor and she works closely with year 11 and 13 as well as supporting at parents' evenings and careers events. She provides advise and guidance that includes information on the full range of education and training options, including apprenticeships and vocational pathways. This should help inform a pupil's decision about their 16-19 study programme and beyond. Guidance will encompass good, appropriate local further education, apprenticeships, and vocational education opportunities and pupils should individually make their own choice about what is the best next step for them. In good time before decision points we will ensure that pupils are informed about the options available, including post 16 and post 18 pathways.

## 11. Strategic Plan

The school aims to follow the CDI Framework for Careers, Employability and Enterprise Education 7-A formal Careers, Enterprise and Employability Education Strategy is in place indicating the importance of employability, careers and enterprise education as part of overall school policy and a clear understanding of the national and regional drivers.

This Careers policy and Strategy is clearly linked to the School Improvement Plan and there is a clear vision for employability and enterprise education. This strategic development plan for careers contributes directly to the school improvement under the following points –

- 1.1 Implement raising achievement strategies across all teams within the school so that ambitious targets are achieved
- 1.3 Increase the academic focus on high attaining pupils
- 1.5 Secure improved KS4 outcomes
- 1.7 Use data analysis to identify target groups for support/intervention and regularly reviewing the impact of these
- 1.9 Increase the focus on destination information and careers education across the school
- 2.8 Develop teaching strategies and resources to meet the needs of SEND pupils

- 2.9 Develop teaching and learning strategies which stretch, challenge and support PP pupils
- 3.4 Use data and intervention strategies on behaviour and safety across all Key Stages, to implement specific and targeted interventions
- 4.3 Continue to develop strong partnerships locally and nationally
- 4.6 Improve communication between the school and the community

## 12. Staffing & CPD

Staff Member	Description
Tom Barradas-Lingard	<b>Interim Careers Lead.</b> Manage careers programme across key stages in line with The Gatsby Benchmark, enhancing careers knowledge and destinations of the students. LIN will lead CPD for all staff as part of the CPD programme as well as working directly with new staff.
Joy Langley	Interim Principal
Lynda Griffin	Transitions and Careers Administrator
Barbara Whyte	Independent Careers advisor
Karen Bahia Lillian Larbi Chris Williams Sophie Key Michael Cummings Charlotte Mould	Careers ambassadors within faculty areas and SEND.